

BUSY BEE NURSERY SCHOOL

Inspection report for early years provision

Unique Reference Number	109875
Inspection date	19 October 2006
Inspector	Michele, Karen Beasley
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Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Busy Bee Nursery School is situated in an annex of the owner's detached house in a residential area on the outskirts of Petersfield. Accommodation includes one room with a kitchenette and toilet. The children have access to the owner's enclosed rear garden. The setting is privately owned and serves the local area. A maximum of 12 children may attend the group at any one time. The provision is open Monday to Friday during the school term. Sessions are from Monday to Thursday 09:00 to 12:00 and 13:00 to 15:15. Lunch club is from 12:15 for those parents who wish to supply their child with a packed lunch, except Friday when the setting closes at 12:00.

The provision uses the Montessori teaching method. There are currently 36 children aged two to five years on roll. Of these, 23 receive funding for nursery education. The setting welcomes children with special needs and those who speak English as an additional language, although there are currently none attending.

Currently, there are four experienced members of staff working in the provision. All staff hold a recognised childcare qualification, with three practitioners being qualified teachers. The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn to follow good personal hygiene routines as they wash their hands after using the toilet and before snacks and lunch. Children's health is well maintained because practitioners have relevant first aid training and know how to effectively deal with accidents. However, accidents are not being recorded separately for each child, which does not ensure confidentiality. Detailed procedures are in place to administer medication and records are shared effectively with parents ensuring children stay healthy. Young children's physical needs are well met as practitioners work with parents to ensure consistency around nappy changing and toilet training.

Children benefit from sharing snacks and lunches together and are well supported by practitioners who sit with them. They begin to gain an understanding of healthy eating as a variety of healthy options are provided at snack time, including a selection of fruits and digestive biscuits. Lunch boxes, which parents provide, are suitably stored. Staff liaise well with parents, ensuring that any children's special dietary requirements are appropriately met.

Children participate enthusiastically in physical activities, in and outside on a daily basis, helping them to gain an understanding of the importance of taking regular exercise as part of maintaining a healthy lifestyle. They develop their climbing and balancing skills using a range of apparatus and show good co-ordination and spatial awareness. Children ride bicycles and scooters, use a range of smaller equipment, such as the trampoline and participate in music and movement sessions learning to move their bodies in different ways and express themselves to music.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children learn how to keep themselves safe and confidently talk about why they must not push to the front of the line to go outside because someone might get squashed. They are reminded by practitioners why it is not safe to throw things in the provision and learn how to safely turn themselves around as they reach the top of the slide supported by practitioners. Children practise regular fire drills, which are recorded and evaluated, increasing their understanding of how to keep themselves safe in an emergency situation. They safely handle a range of tools, including scissors. Children benefit from being able to move freely and safely around the inside and outside learning environment because practitioners are vigilant about their safety. Formal and informal risk assessments are implemented ensuring potential hazards are removed.

Secure systems are in place to ensure children leave with adults who are known to practitioners and written details are obtained from parents regarding who can and cannot collect their child, which contributes to ensuring children's safety. Children have access to an excellent range of Montessori equipment, resources and materials which are safe and suitable for their use. The furniture and storage shelves are of child height and size. The resources are organised so children can access them easily and develop independence in their play and daily activities.

Children are well protected and safeguarded from harm because practitioners have a secure knowledge of their roles and responsibilities regarding protecting children in their care. They know how to implement local child protection procedures and ensure parents are fully informed about their role with regards to child protection issues.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children immensely enjoy their time spent at the setting. Children are content and self-assured because there is an ethos of respect for each child's space and choice of activities. Play and learning is mainly child-led as children can self-select resources and make their own choice of activities. Practitioners offer support during focused activities, and interact with children to enhance their learning when appropriate, but they do not disrupt or dominate their play. Many children show a high level of competence in self-learning strategies. They know exactly where the equipment is, and fetch it for satisfying free play. When they have finished, they feel responsible to return the equipment to the same place, so that other children can also access them easily. Many children care for their own personal needs well, for example, regarding toileting and hand washing. They are also independent with snack and lunch time routines.

The setting has devised an extremely good system based on Montessori methods and the Foundation Stage of learning to record the progress of the children attending. Practitioners observe children's progress whilst interacting with them at all times. This ensures children's progress is closely monitored and their learning is encouraged on an individual basis. Practitioners have an exceptional understanding of the Foundation Stage which they have translated very well, in planning and providing a thorough Montessori curriculum. This will be further enhanced by the introduction of Birth to three matters guidance.

Nursery Education

The quality of teaching and learning is outstanding. Children learn from staff very early on about the ground rules for behaviour and how to use the various resources for their learning appropriately, and with consideration for others. Practitioners set up high-quality Montessori and other learning resources in a methodical and very accessible manner. This leads to an extremely calm, orderly, yet challenging and stimulating environment, conducive to children's self-exploratory learning.

Practitioners demonstrate exceptional understanding of the Montessori approach and Foundation Stage of learning. There are outstanding practices in teaching, which impact on children's rapid progress in areas of learning: for example, about the wider world and environment. Children are excited about exploring nature and living things through sensory and concrete experience: for example, following the life cycle of a real butterfly. Children experience outside agencies coming into the group such as Zoo Lab who brought in some interesting insects and reptiles. Practitioners reinforce children's learning about different countries of the world with reference books, maps, pictures, a globe, and genuine artefacts. Children recognise the main continents as they are marked on a colour coded globe. They are then encouraged to match animals to where they live.

Practitioners use their time exceptionally well to interact with and support children. For example, they challenge children to think during the making of a train track, to make different variations of tracks using the same pieces. Practitioners use extensive age-appropriate language and methods to develop children's grasp of time passing and difficult scientific concepts. For example, for children's birthdays they are asked to walk with the 'earth' symbolised by a globe and around the sun. Each round is then explained as the passing of one year of the child's life, and supported by photographs of the child growing up.

Many children initiate conversation and eagerly volunteer information in a confident manner because staff attentively listen to and respect their ideas. Children at the playdough table talk clearly about their three dimensional planets that they have made and the aliens that live on them. Many of the children are confident speakers, and are at ease at socialising during play or snack and lunch time. During large group times, children always listen well, or take turns in speaking.

Practitioners provide a wide selection of books which appeal to children. When exploring topics about the wider world, children are shown that information books and reference materials, such as pictures and diagrams, convey exciting new knowledge for them. Practitioners routinely read stories and share books with children, so children visit the book corner to use books for their own pleasure. Practitioners have a clear extensive knowledge about how to use the phonetic system to introduce the alphabet to children. As a result, children make exceptional progress in recognising many phonetic sounds, such as those of their names; and in reading and word building. Children routinely make marks on their own work; some children are enthusiastic about writing their own names. Practitioners regularly encourage children to count, so many can count up to or beyond 10, as well as compare numbers, for example, of girls and boys when they line up to go outside. Good quality wooden construction and mathematical resources encourage children to arrange graded wooden blocks or rods in order of size or length to develop concepts about size, shape and pattern.

On registration, practitioners find out through parents their children's stage of development, interests and needs, so that these can be built on to help the children achieve their potential. Practitioners are extremely pro-active in supporting children with special needs. They respect their preference and include them in everyday activities in a sensitive manner. The practitioners are all exceptionally experienced and take their task of nurturing and educating young children very seriously. They know how children learn, and the best ways to motivate and challenge them to think and develop. Practitioners are familiar with all the children, and are perceptive about their needs and interests. They regularly observe, record, and assess children's achievements; and also plan experiences that extend their learning.

Helping children make a positive contribution

The provision is good.

Children develop a very good sense of responsibility and belonging to the group. They all involve themselves in helping to pack away and this is enhanced as children are encouraged to take on roles within the setting, for example sorting out items in different labelled bins for recycling and pouring their own drinks. Children talk about their own and other's feelings showing concern when a child becomes a little unsettled. Discussion about the setting's rules help children to think about why it is kind to share and take turns and how it makes them feel if a child doesn't share with them. Children's behaviour is exceptionally good because they have a very clear understanding of what is expected from them. They display exceptional levels of confidence and self-esteem because practitioners value all positive behaviour and reinforce this through continual praise and the celebration of achievements. Practitioners are highly effective in the way they manage children's behaviour helping them to think about why their actions are not kind and the impact this has on others.

Children are very aware of the similarities and differences between themselves and other people as this is enhanced through stories and discussion with practitioners in their play using a range of resources promoting diversity and planned activities. They gain an understanding of the wider world benefiting from people visiting the setting such as Zoo Lab, and walks in the local

environment. Their understanding of the wider world is extended as they explore different countries and where different animals live. Children learn about a range of cultures and beliefs through activities linked to special events and festivals. For example, they celebrate their birthdays with their friends and dress up for St. David's day and try eating with chopsticks at Chinese New Year. Children's spiritual, moral, social and cultural development is fostered.

All children thrive because they are highly valued as individuals by practitioners who work with them. They are fully included in all aspects of the provision and effective systems are in place to support children with special needs. Practitioners have a good knowledge and understanding of children's individual home and family circumstances, and relationships are enhanced because of the highly effective implementation of deployment of practitioners in the setting. Children benefit greatly from the strong relationships between practitioners and parents securing the links between home and the provision. Effective and flexible induction and settling in procedures enable parents to share information about their child and to feel at ease in the group. Parents are well informed about the setting through a variety of ways, including information in the group's handbook, newsletters, details displayed on the notice board and regular informative information.

Partnerships with parents of children receiving nursery education is outstanding. Parents receive information about topics and activities through regular information and details about what their child is involved in on a daily basis are discussed informally. Parents are welcome to look at their child's records at any time. Systems to ensure parents are kept fully informed about their child's ongoing progress towards the early learning goals are fully developed. Practitioners identify children's individual next steps in their learning which is shared with parents, enabling them to help to support this in the home, which contributes to their child's learning.

Organisation

The organisation is outstanding.

Children benefit from a well organised and efficiently run provision. Practitioners are well deployed and are very clear about their roles and responsibilities. As a result of this the children are secure and settled. Practitioners are qualified and three are very experienced teachers, they receive good induction when joining the setting and are encouraged to train and attend short courses to develop and enhance their knowledge and understanding of childcare and education. Unvetted adults who may visit the setting do not have unsupervised contact with the children. The manager has developed an effective operational plan, and a good range of policies and procedures, which are relevant to the setting. Most are used to ensure all children's wellbeing and confidentiality.

Leadership and management are outstanding. All practitioners have a secure knowledge of how to successfully promote children's learning. Highly effective systems are in place to plan and evaluate the educational programme, and how this is delivered. Practitioner's enthusiasm and belief in their role as early educators enhances the wonderful opportunities children receive and the individual progress they make during their time at the setting. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was asked to ensure all staff develop their knowledge and understanding of child protection issues and procedures. Through discussion all practitioners are aware of child protection issues and procedures. The setting was asked to ensure the

premises are kept secure at all times. The main door to the setting is kept locked and this is opened by practitioners at the beginning and end of the session ensuring children are safe. The provision was also asked to obtain written parental consent to seek emergency treatment and advice. Written parental consent to seek emergency medical treatment and advice is obtained ensuring children's health is assured in an emergency situation.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure confidentiality is maintained when recording accidents.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk